DOCUMENT RESUME

ED 281 293 EA 019 357

TITLE	Management Information, 1986. Series: 1986-87. Report No. 17.
INSTITUTION	Sacramento City Unified School District, Calif.
PUB DATE	Dec 86
NOTE	56p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Achievement; *Board of Education Policy; *Data Interpretation; Decision Making; *Educational Assessment; Educational Environment; Educational Objectives; Elementary Secondary Education; Long Range Planning; *Management Information Systems; Parent School Relationship; Research Utilization; School Business Relationship; School Community Relationship; *School Effectiveness; *School Involvement; School Personnel; Student Needs; Student School Relationship; Surveys
IDENTIFIERS	*Sacramento City Unified School District CA

ABSTRACT

This report analyzes surveys and studies using a management information system developed in 1985-86 by the Sacramento (California) school district. Objectives were to facilitate policy decisions and to provide a database for assessment of student achievement, district progress, and the district's long-range plan. The report is presented in nine sections. Section 1 discusses objectives, steering committee, studies and surveys, data use, and report organization. Six goal areas serve as topics of the long-range plan and are research indicators of effective schools: student achievement, learning environment, staff and student morale, community partnership, facilities, and management programs. Section 2 describes how studies were conducted. Data on the six topics were gathered by surveys of students, staff, parents, businesses, community, facilities, and finances. Sections 3 through 8 present information from the topical studies. Summary statements precede each section. Section 9 offers conclusions and recommendations. Findings include the following observations: academic achievement, while like that of similar schools, is below state averages; most students like school and give high marks to the instructional program; parents rate schools highly and believe that the academic program is effective; and the quantity of homework needs further study. An appendix lists researchers of each study. (CJH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Nancy C. Encell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED281293

EA 019 357

MANAGEMENT INFORMATION 1986

Sacramento City Unified School District

Prepared by the Office of Administrative and Evaluation Services

Series: 1986-87 December, 1986 Report No. 17

SUPERINTENDENT'S MESSAGE

To: All District Personnel

The information presented in this report is crucial to our planning. As we meet in the spring of 1987 to consider the present and future needs of our district, we will review information from this and many other reports.

Although I was not personally responsible for initiating the Management Information System, I recognize its value. This report and the studies on which it is based provide the kind of information we need to assess our effectiveness as a district. Schools received their own individual survey reports and school profiles to use in planning.

This management information report required the cooperation of many staff as well as parents and community members. We thank all these people for their assistance.

As we look toward the future, this report will be a useful source of information for our strategic planning and policy decisions.

Keith Larick

Keith Larick
Superintendent

TABLE OF CONTENTS

		Page
Superintendent's Message		i
Table of Contents		ii
Acknowledgements		iii
Executive Summary		iv
Section		
1	Management Information System Introduction	1
2	Survey and Study Review Groups	5
3	Student Achievement	11
4	Learning Environment	23
5	Staff and Student Morale	29
6	Community Partnership	32
7	Facilities	36
8	Management of Schools/District	40
9	Management Information System Findings -- 1985-86	45
Appendix Listing		49

ACKNOWLEDGEMENTS

We wish to acknowledge members of the Management Information System (MIS) Steering Committee listed below. Their interest and work during the period 1985-1986 guided us in carrying out the many studies which make up the MIS data base. Our thanks go to:

Michael Berrigan
Jackie Caplan
Ralph Congdon
Bob Frazer
Keith Gosling
George Hayden
Erv Jackson
Roy Johnson
Phil Laing
Lupe Lewis
Tom Lopez
Bill Lukey
Charles Miura
Bill Morgan
Fran Rosen
John Smoak
Dick Stiavelli
Tom Sumida
Ron Uzelac
Rod Warren

The professional and support staff in the Administrative and Evaluation Services Office were responsible for conducting and reporting the MIS studies. Their commitment to this project is evident in the final reports, and they are commended for their diligent work.

Patricia A. Adelekan
Eleanor Chiang
Morris Mueller
Don Snider
John Schneider
Mele Huffman
La Verle Raymond
Lisa Rogers
Lauri Smedley
Margie Weston

Additional assistance in compiling this district report was provided by Barbara Grater, teacher on special assignment.

Nancy C. Enell, Director
Educational Evaluation Services Department

Walter A. Parsons, Administrator
Administrative and Evaluation Services Office

MANAGEMENT INFORMATION 1986

EXECUTIVE SUMMARY

These are major findings from the studies conducted in 1986 to gather management information:

- Academic achievement, while like that of similar schools, is below state averages.
- Most students like school and give high marks to the instructional program.
- Parents rate schools highly and believe that the academic program is effective.
- The quantity of homework and writing assignments needs further study.
- Most staff provide information about school expectations and student progress.
- Students report teachers are helpful.
- Most classrooms are rated as adequate for instructional purposes.
- Class size averages in Sacramento are slightly higher than the state averages.
- Some students and staff members do not feel safe at school.
- Business and community groups are interested in schools, but they lack information about school programs.
- Parents and staff find schools clean, attractive, and well-maintained.
- School leadership is rated much higher than district leadership by employees.

These findings are described in the district report. Further information about individual studies is available in the report appendix.

SECTION 1

MANAGEMENT INFORMATION SYSTEM

INTRODUCTION

In the summer of 1985, the Sacramento City Unified School District Board of Education adopted a proposal to develop a Management Information System (MIS). The MIS systematically collects, stores, summarizes, analyzes, and reports information relevant to managing the district in its various activities.

OBJECTIVES

The most important objective of the MIS is to enable the district to make policy decisions based on a quantitative and qualitative body of information. A secondary objective is to develop a data base of information to use in assessing student achievement, measuring the progress of the district, and determining if district goals contained in the Long-Range Plan are being met. Other objectives are to report on local quality indicators for the schools and to present information related to effective schools.

STEERING COMMITTEE

In order to achieve these objectives, the District's Administrative and Evaluation Services Office established a steering committee composed of 27 district personnel. The role of this committee is to review all MIS studies and to make suggestions to the Administrative and Evaluation Services Office and the Executive Staff on the ongoing activities associated with the MIS project.

SIX MAJOR TOPICS

The Steering Committee identified six major goal areas as organizing topics. These areas are:

1. Student Achievement
2. Learning Environment
3. Staff and Student Morale
4. Community Partnership
5. Facilities
6. Management Programs

These six areas cover the major topics in the district's long-range plan, the state-proposed local quality indicators, and the research-based indicators of effective schools (see Figure 1.)

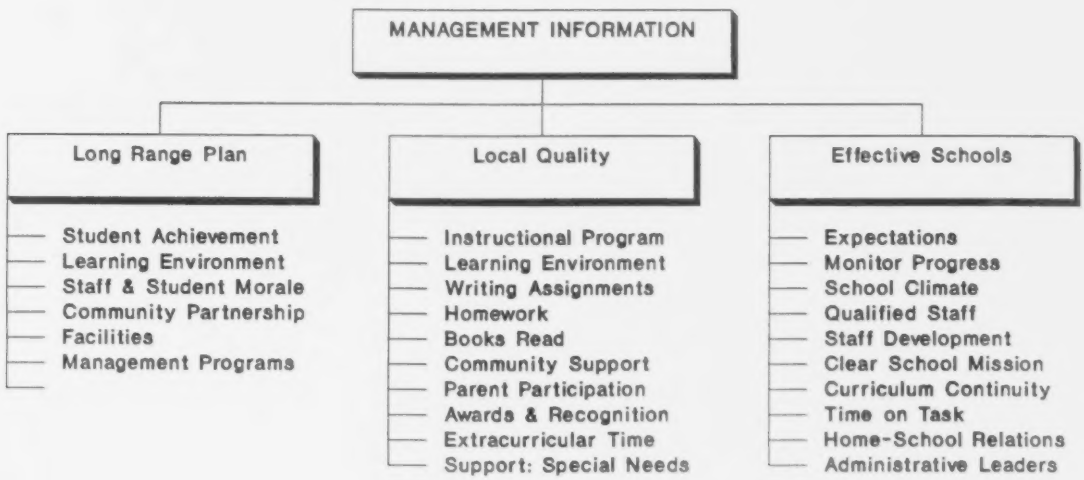

Figure 1. Relationship Between Major Topics in the Management Information System

STUDIES AND SURVEYS

The Management Information System uses a variety of surveys designed to collect information to measure these six areas of concern. Surveys are conducted with students, parents, administrators, teachers, community/ local businesses, and community service organizations. Information from a survey of district schools and on management programs and finances (from district and state reports) is also included to better address the six areas.

The surveys were each assigned to a member of the Administrative and Evaluation Services Office. Each of these members worked with a review group composed of the appropriate persons from staff, community, and others to develop and provide advice on the final form of the study or survey instrument. These groups met throughout the fall, winter, and early spring of the 1985-86 academic year.

The major focus of this work was the administration of surveys and collection of study data in mid-spring. The results of these surveys were collected and analyzed by the research office.

Data collected from the first year's activities were reported to all participating groups. These data form the base line for additional information collection, analysis, and storage in the future. Specific survey reports are presented in the Appendices to this report.

In addition to the specific surveys, other information was gathered from available reports produced by other departments and agencies.

USE AND VALUE

From this initial experience with the collection of the data, some general conclusions can be reached pertaining to the use and value of the Management Information System. First, information was gathered and stored using the latest in technology, thus making the information readily retrievable as needed. Second, the data made it possible to report findings to the Superintendent, Board of Education, community and business organizations, and parent or other interested groups. These data can be used by the district to examine how well its goals are being implemented and where the future course of action may lie. Third, the data were used to produce individual school reports. These reports are available for school staff and for school advisory groups. Fourth, the data are stored so that further analysis, using a number of variables, can be conducted as needed. This allows analysis of data from a number of perspectives. Fifth, information from this system can be used to report to state and federal agencies on a timely basis.

This is only the first year of what will be an ongoing process administered by the Administrative and Evaluation Services Office.

ORGANIZATION OF REPORT

The next section of this report describes how the seven major surveys and studies were conducted. Sections Three through Eight focus information from all the surveys and studies on each of the six major topics. This focus promotes consideration of long-range goal areas rather than isolating each data-gathering method. Section Nine summarizes Management Information System findings for 1985-86.

Presented as an Appendix to this report are the individual survey and study reports. Also produced as part of the Management Information System are individual School Profiles, a collection of information about each school.

SECTION 2

SURVEY AND STUDY REVIEW GROUPS

BACKGROUND

Seven review groups were developed to identify and collect data from different sources on the six district major topics. The membership in each review group was drawn, in part, from the steering committee and supplemented by other district and community representatives.

The following section summarizes the structure and organization of each of the review groups. Also included is information about the design of the survey, who took part in the survey, and some information about the percentage of returns from each survey.

STUDENT SURVEY

Review Group

The student survey review group was composed of 19 people. The review group included an area assistant superintendent; three site administrators; the directors of Pupil Personnel and Gifted and Talented Education; two teachers; one Human Relations advisor; coordinators from Curriculum and Vocational Education; and one high school student advisor. These people were divided into two subgroups; the first focused on school site concerns, and the second focused on district issues.

Survey Design

The survey was designed to find out as much as possible about students' attitudes toward their academic education as well as their attitudes toward the school itself (safety, appearance, etc.). The elementary survey was composed of 10 questions, the middle school survey had 11 questions, and the high school survey had 10 questions. The question content varied slightly to correspond with student grade levels.

Survey Respondents

Only those students in grades 3 through 12 (approximately 30,000) were included in the survey. The survey was administered in February, 1986. At each grade level, between 76 and 88 percent of the students responded to the survey. The total number of respondents was 24,280, an 83 percent response rate. This was close to the 85 percent return desired from the survey.

STAFF SURVEY

Review Group

The review group for the staff survey had 19 members. The review group included an area assistant superintendent, two principals, one vice principal, an administrator, three directors, a research specialist, six teachers, and four other staff representatives (including a security officer, custodian, teacher aide, and secretary).

Survey Design

The school staff questionnaire had 16 questions as did the district staff questionnaire. The two staff surveys included parallel questions pertaining to all six major topics. The returns were analyzed by groups (school, teachers, principals, classified, etc.).

Survey Respondents

The survey was designed to collect specific information from the different categories of staff members as well as some general information which concerned all staff. The sample included all regular and temporary staff members. School mail was used to distribute and return the surveys. A total of 3,979 surveys were mailed with 2,958 returned, resulting in a 74% response. School staff members were mailed a total of 3,423 questionnaires with 2,499 surveys returned (73% response), while the district staff mailing totaled 556 with 459 surveys returned (82% responses). Staff groups which did not return as many surveys as might be expected received follow-up requests.

PARENT SURVEY

Review Group

The review group for the parent survey was composed of 17 people. The review group included one board member, two steering committee members, four parents (representing areas II-V), three teachers, five district administrators, and two community representatives.

Survey Design

A twenty-one question survey was developed to obtain information for all six major topics.

Survey Respondents

Originally a 10% sample of families in the community was to be selected. The actual sample selected was 15% to compensate for the number of sample candidates who might no longer live in the district, have incorrect phone numbers, or not return questionnaires. The sample included 3,930 families, with no single school having fewer than 30 parents surveyed. Families were selected from the total K-12 population, with appropriate proportions selected from representative ethnic groups. The survey was translated into five languages to cover the major non-English language groups in the district. A check was kept on the ethnic breakdown of the respondents and those groups who responded at a relatively low percentage received additional mailings and follow-up telephone calls to obtain a better sample of responses.

The survey was preceded by an advance mailing to alert parents that the survey would be coming. The initial survey mailing was followed by two additional mailings to non-respondents. Finally, follow-up telephone calls were made to collect as much data as possible. Of the 15% in the sample, 56% responded to the survey, either by mail or by phone.

BUSINESS SURVEY

Review Group

The business survey review group was composed of 12 people. The review group included one board member, four members from the steering committee, one principal, five representatives from business, and one representative from the Human Relations Department.

Survey Design and Respondents

A survey was developed by the group. The survey questions were related to the six major topics. From the review group members and other sources, 90 representative Sacramento businesses were identified. These businesses were both large and small and included a number that were minority-owned. From these 90 businesses, 50 were randomly selected to represent the widest possible community sample. Interviews containing open-ended questions were conducted with 10 of the businesses. Follow-up on non-returned surveys was conducted by telephoning or re-mailing the survey. Responses were obtained from 44 of the businesses (an 88% response rate).

COMMUNITY ORGANIZATION SURVEY

Review Group

A community organization survey review group was composed of 14 members. The review group included one board member, one representative from human relations, eight representatives from community-based organizations, and four members from the steering committee.

Survey Design and Respondents

The survey included questions which related to the six major topics, where applicable. The review group submitted a list of possible organizations to consider as survey respondents. From over one hundred organizations, 50 organizations representing national, state, local, and ethnic-specific interests were randomly selected. The survey was mailed to the 50 selected organizations, and 46 organizations (92%) responded. Approximately 20% of the selected organizations were interviewed as part of the follow-up.

FACILITIES SURVEY

Review Group

The facilities review group was composed of 14 people. The review group included four steering committee members, two administrators, one secretary, two maintenance/operations department persons, three teachers, and two parents.

Survey Design

In order to properly assess the condition and availability of the site facilities, the review group planned site visits. The review group established a check list of items to observe and rate at each school.

Facilities were rated on seven major categories which were:

Instruction Space - includes space for large and small group instruction.

Support Space - includes administrative offices, custodian space, storage, parking, and lavatories.

Environment - includes lighting, ventilation, and general room comfort.

Special Equipment - includes audiovisual, copy machines, and alarm system.

General Equipment - includes quality, mobility, and safety considerations.

Maintenance - includes appearance and ability to do maintenance activities.

Site - includes site location accessibility and drainage.

Data Collection

Teams of retired district employees were organized for elementary and secondary site visitation. These teams visited approximately two schools each day until all schools were assessed. Site administrators and plant custodial staff were encouraged to accompany the visiting team through the site visit.

During the site visits, each of the survey items was given a rating from one to five, with one being poor and five being excellent. A rating of 3.0 was considered average. The results were tabulated and an overall school rating was established. Also computed were ratings for specifically-identified items district-wide.

In addition to the on-site facility survey, the surveys for staff, students, parents, and community included questions to show how these groups rated the condition of the school facilities.

FINANCIAL SURVEY

Review Group

The review group for the financial survey portion of the MIS included seven members, six of whom also served on the steering committee. The review group included the directors of Consolidated Programs, Budget, Multilingual Education, Electronic Data Processing, Accounting Services; and the administrator and a research specialist from the Administrative and Evaluation Services Office.

Survey Design and Data Collection

The identification of financial topics for inclusion in the system was dependent upon the following:

1. Pertinent program expenditures expressed in units of average daily attendance ($/ADA).

2. Indicators with cost implications that significantly impact day-to-day operations.

3. In most instances, topics that would make local, state, and/or national comparisons possible.

Concern was expressed at an early stage that the system not become overwhelming. Furthermore, current budgeting procedures prohibited inclusion of some suggested choices, at least for the time being.

Other topics selected were included in existing district reports, such as California Basic Educational Data System (CBEDS) or national comparisons from the National Center for Educational Statistics.

Additional topics for inclusion are expected to be added at a future date. Their accessibility would depend upon implementation of a proposed financial reporting system, Financial Management Advisory Committee (FMAC), mandated by the State Department of Education.

The information collected in the financial study included costs per average daily attendance (ADA), numbers of employees, and populations of the identified schools.

SUMMARY

The seven review groups reported each month to the MIS steering committee. The steering committee reviewed plans and surveys, giving advice and recommendations. The Executive Staff reviewed and approved the survey instruments and the plans for distribution and data collection.

The next six sections of this report present findings from all of these surveys, organized by the six major topics. Individual survey reports are presented in the Appendix.

SECTION 3

STUDENT ACHIEVEMENT

While student achievement at the elementary level is in the range attained by similar districts, middle and high school student achievement is falling. Achievement at all grades is lower than state averages. Despite these declines in achievement levels, students and parents generally endorse the instructional program. Community and business representatives, however, do not believe that the instructional program is effective. Various district respondents question the sufficiency of homework and writing assignments. Although school expectations are communicated by schools and understood by parents, there is no judgment as to whether they are set high enough.

ACHIEVEMENT AND OTHER INSTRUCTIONAL PROGRAM MEASURES

Measures of student achievement covered in this report include test scores on the California Assessment Program (CAP) tests, and student opinions about the instructional programs in reading, English, and math. Parent opinions were sought regarding the success of instructional programs in language, reading, and math; community views were collected about how well the district educates students in academic areas; and businesses were asked about student proficiency in reading, writing, speaking, and math.

In addition to academic achievement, parents and staff were asked about the amount of homework assigned and whether writing assignments were given. Students in grade 12 provided information about the amount of time they spent on homework and the number of writing assignments they were given each week.

Parents and teachers were asked about how well the schools communicated expectations and information about student progress.

Businesses were specifically asked about student preparation for entering the job market and for further training.

Each of these achievement topics is discussed in more detail in the following sections.

MEASURES OF ACHIEVEMENT

Students are given CAP tests at four grade levels: 3, 6, 8, and 12. The tests for grades 3, 6, and 12 have been given for a number of years while the 8th grade test was added two years ago. School and district statistics are compared with statistically similar schools and districts. The classification of "similar" is based upon parent occupation or education, families receiving Aid to Families with Dependent Children (AFDC), and the number of Limited English Proficient (LEP) students enrolled. District scores are compared to those of similar districts. When scores are in the range of the middle 50% of comparison districts, the scores are "within" the comparison band; if higher, the scores are "above"; and, if lower, the scores are "below." Scores can also be compared from year to year. The CAP score results for grades 3, 6, 8, and 12, for six years are given in Table 1.

TABLE 1

Sacramento City Unified School District
Student Achievement: 1981-1986
California Assessment Program

Subject	Year	Grade 3 Scaled Score	Grade 3 Comp Band	Grade 6 Scaled Score	Grade 6 Comp Band	Grade 8 Scaled Score	Grade 8 Comp Band	Grade 12 % Correct Score	Grade 12 Comp Band
Reading	1980-81	253	W	246	W	*	*	62.8	W
	1981-82	248	W	248	W	*	*	63.5	W
	1982-83	254	W	245	W	*	*	61.3	W
	1983-84	261	W	244	W	235	B	60.8	A
	1984-85	259	W	248	W	225	B	60.9	A
	1985-86	268	W	247	W	218	B	60.0	W
Written Expression	1980-81	256	W	250	A	*	*	62.7	A
	1981-82	251	W	252	W	*	*	63.6	A
	1982-83	257	W	255	W	*	*	62.0	A
	1983-84	268	W	253	W	234	B	62.2	A
	1984-85	268	W	254	W	232	W	62.1	A
	1985-86	276	W	261	W	224	B	61.9	A
Mathematics	1980-81	254	W	249	W	*	*	67.0	W
	1981-82	250	W	250	W	*	*	67.0	W
	1982-83	254	W	253	W	*	*	66.4	A
	1983-84	262	W	255	W	236	B	66.4	A
	1984-85	260	W	251	W	241	W	67.2	A
	1985-86	263	W	254	W	234	B	66.0	W

Legend: A=Above, W=Within, B=Below the Comparison Score Band
*Testing progam began in 1983-84.

CAP Reading Scores

Since 1980-81, the district reading scores have been below state averages in grades 3, 6, 8, and 12 (see Figure 2). Grade 12 reading scores have either been above or at the top of their comparison score bands, while grade eight scores have been below their comparison score bands for the three years the test results have been available.

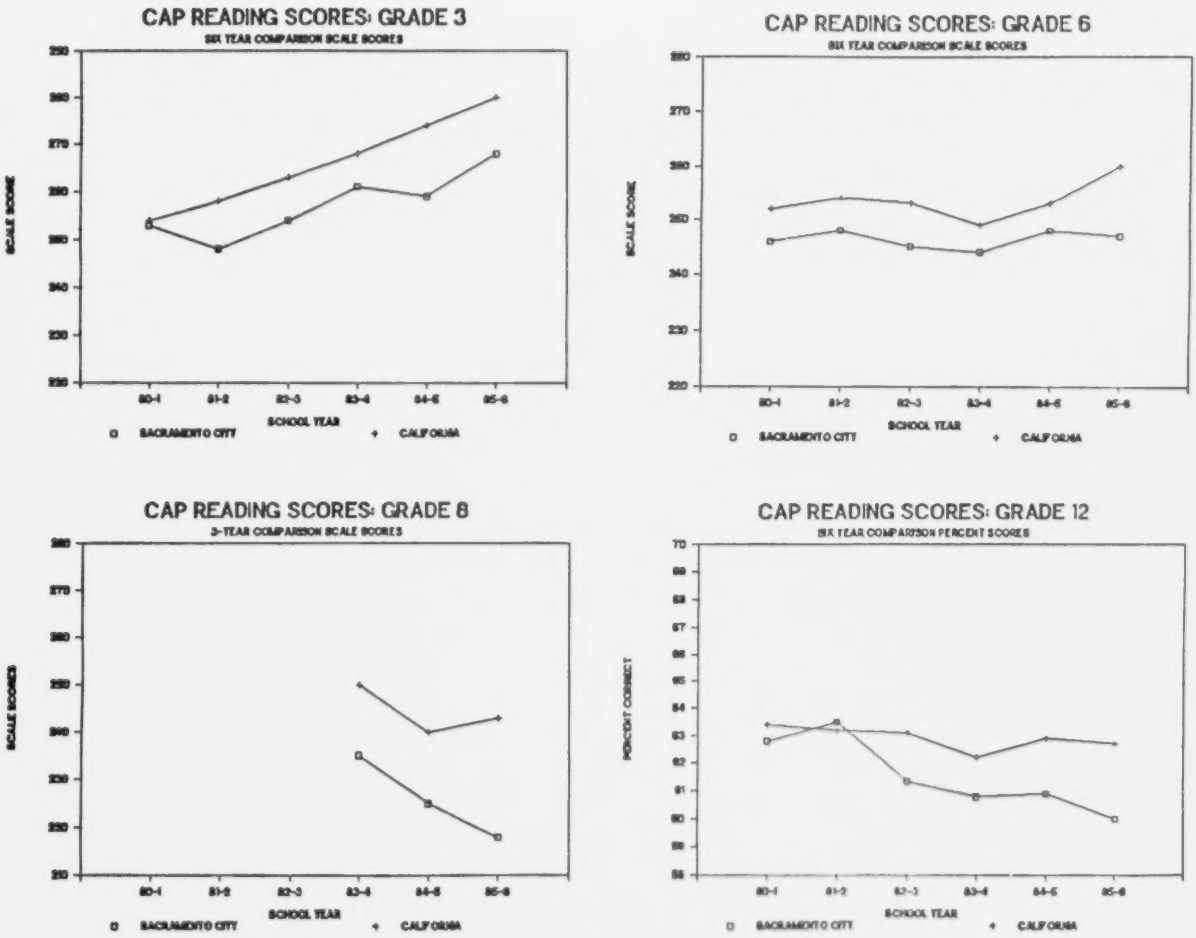

Figure 2. CAP Reading Score Trends From 1981 to 1986.

CAP Written Expression Scores

Written expression scores are currently below state averages for all grades (see Figure 3). Over the past five years, grades 3 and 6 have been within their bands. Grade 12 scores have been above their comparison score bands for all six years. Grade 8 scores have been within their bands only one year.

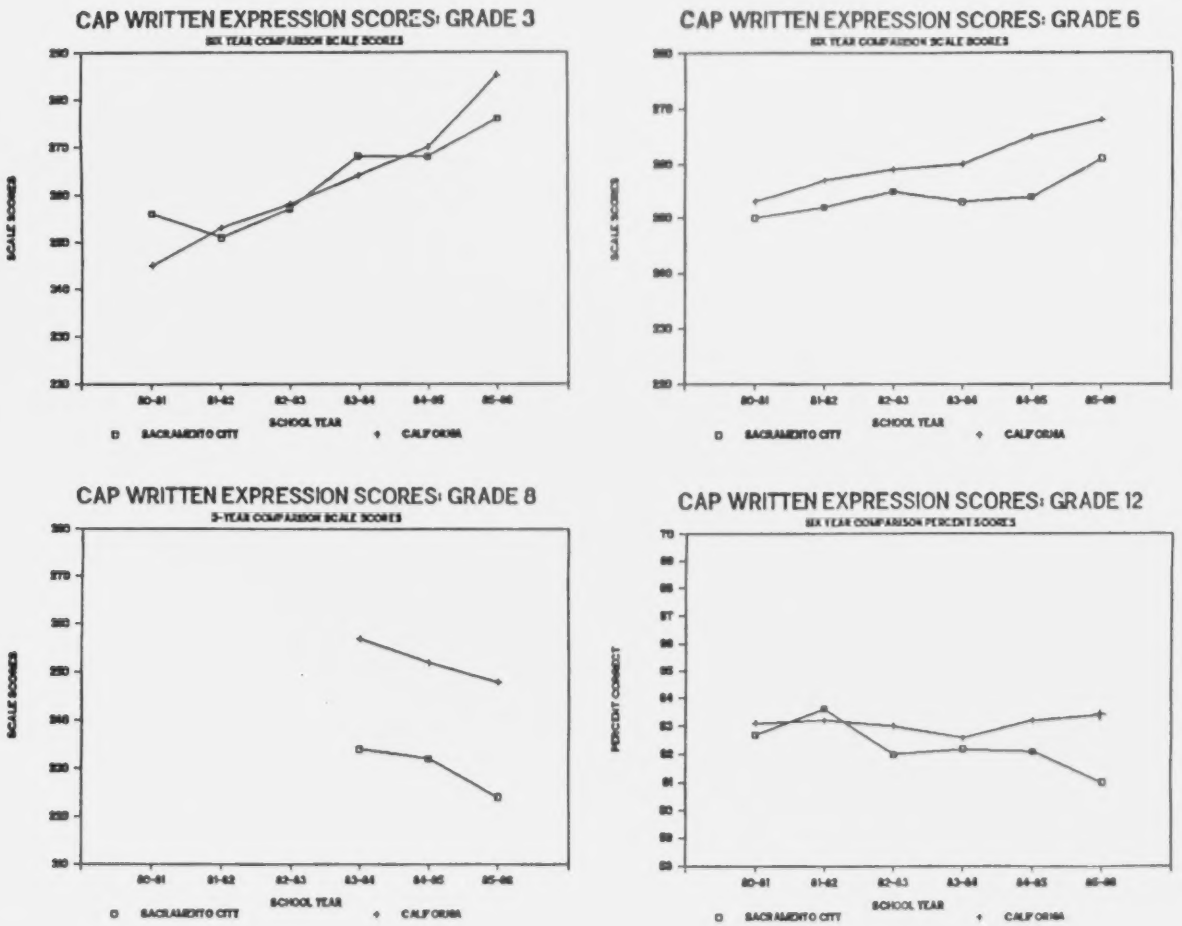

Figure 3. CAP Written Expression Score Trends From 1981 to 1986.

CAP Mathematics Scores

Mathematics scores have been below state averages in grades 3, 6, and 12 (see Figure 4). Over the past four years the comparison score bands indicate that grades three and six have all been within their bands. Grade 12 scores have been above their comparison bands until this year when the score was at the upper limit of the comparison band. Grade 8 students scored below their comparison bands in 1983-84 and 1985-86, but were within their band in 1984-85.

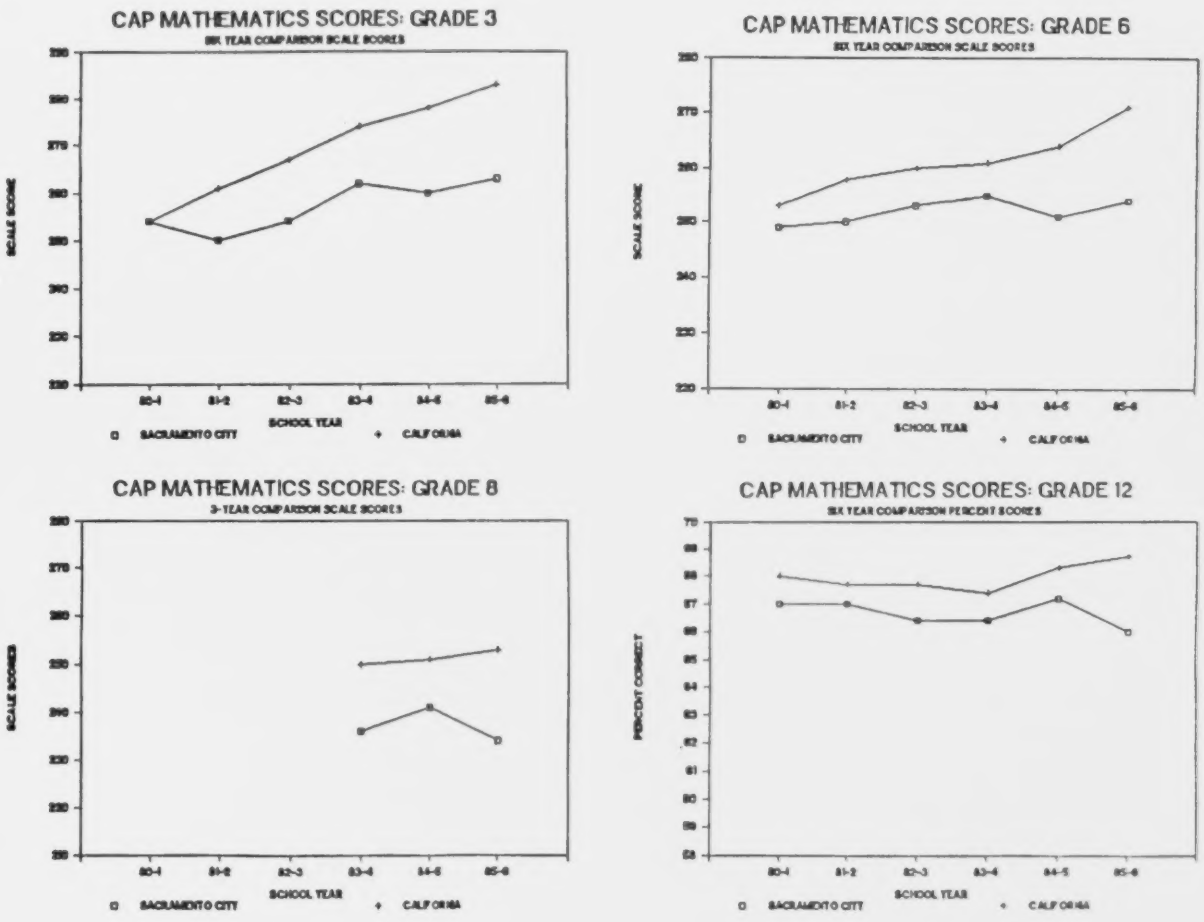

Figure 4. CAP Mathematics Score Trends From 1981 to 1986.

OPINIONS ABOUT THE INSTRUCTIONAL PROGRAM

Student Opinions

Students were asked if their instruction was helpful in reading, English, and math (see Figure 5).

A reading question was asked in grades 3-8. In summary, 81 percent of elementary and 62 percent of middle school students responded positively to these questions. Elementary students in grades 3 and 4 are more positive about their reading instruction than are students in grades 5 and 6.

Students in grades 7-12 responded to questions about English instruction. Overall, 74 percent feel the instruction is helpful. Seventy-two percent (72%) of middle school students respond positively about English classes, while 75 percent of high school students respond positively. Positive feelings about English instruction increase as students become older, with those in grades 7 and 8 being less positive and those in grade 12 being more positive.

Students in grades 3-12 were asked about math instruction. Overall, 79 percent agree that their instruction is helpful. Elementary students are more positive than either middle or high school students. Middle school students, however, are more positive about math instruction than are high school students.

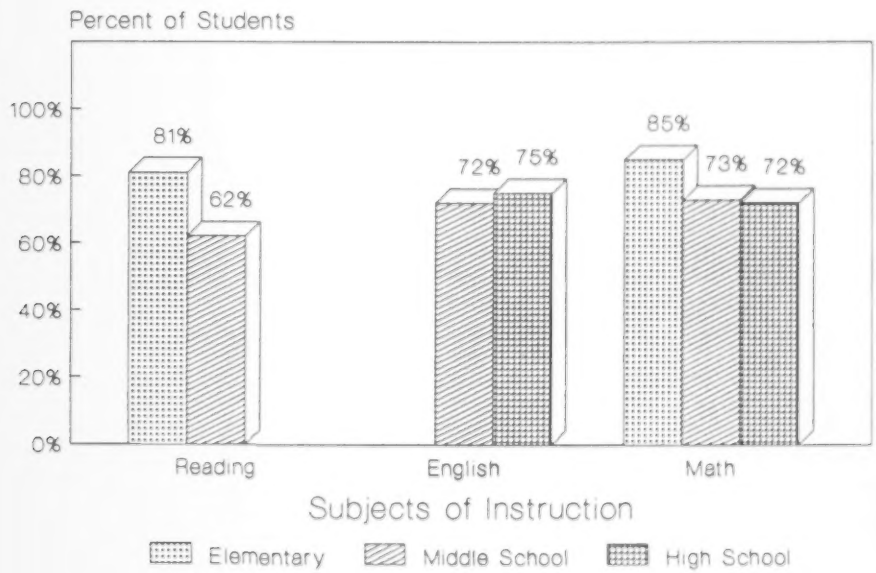

Figure 5. Student Opinions About the Helpfulness of Instruction in Reading, English, and Math at Elementary, Middle and High School Levels.

Differences Between Grade Levels. Elementary students are more positive about all aspects of instruction they receive than other groups. Middle school students are more critical of their instruction (especially reading), and high school students are less positive about math instruction than they are about English instruction.

Parent Opinions

Parents were asked specifically about the district programs in several academic skill areas. In general, the results show that more than two out of three believe the instructional programs are good (see Figure 6). Specifically, 67 percent of parents feel that oral language programs are good, 75 percent that the written language programs are good, and 73 percent that the reading programs are good. Further, 76 percent of parents feel the math programs are good.

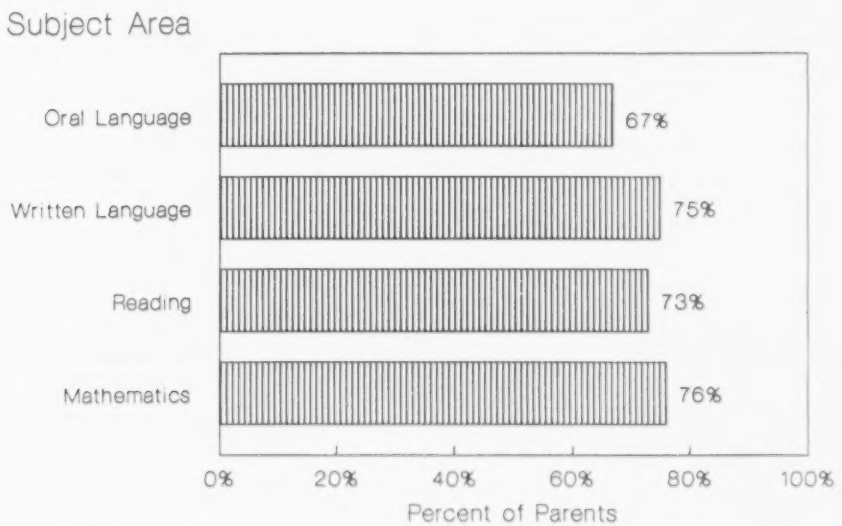

Figure 6. Parent Perceptions About Good Academic Programs Offered in Oral and Written Language, Reading and Mathematics.

Community Opinions

When asked about different aspects of the instructional program, 35 percent of community respondents indicate that they believe the school district does a satisfactory job of educating students in academic subjects and 43 percent do not know. In the area of adult education, 43 percent feel that the district does a satisfactory job and 43 percent do not know.

Business Opinions

Business people were asked to respond to questions about whether today's students have good reading, writing, speaking, and mathematics skills. Respondents gave few "Yes" responses. Business indicated "Yes" responses as follows: reading skills, 27 percent; writing, 16 percent; speaking, 36 percent; and mathematics computation, 22 percent. The majority of respondents answered "No" to all of the above.

HOMEWORK

School Staff

There is considerable difference between the perceptions of administrators and teachers about the quantity of homework assignments (see Figure 7 below).

Seventy-one percent (71%) of certificated staff and 53 percent of administrators feel that enough homework is being given to students. Elementary and high school staff are more positive about this than middle and adult school staff. Teachers and certificated staff members are more positive than administrators about homework amounts. Certificated personnel at the elementary schools are more positive than other school level staff, while high school administrators are less positive than administrators at other levels.

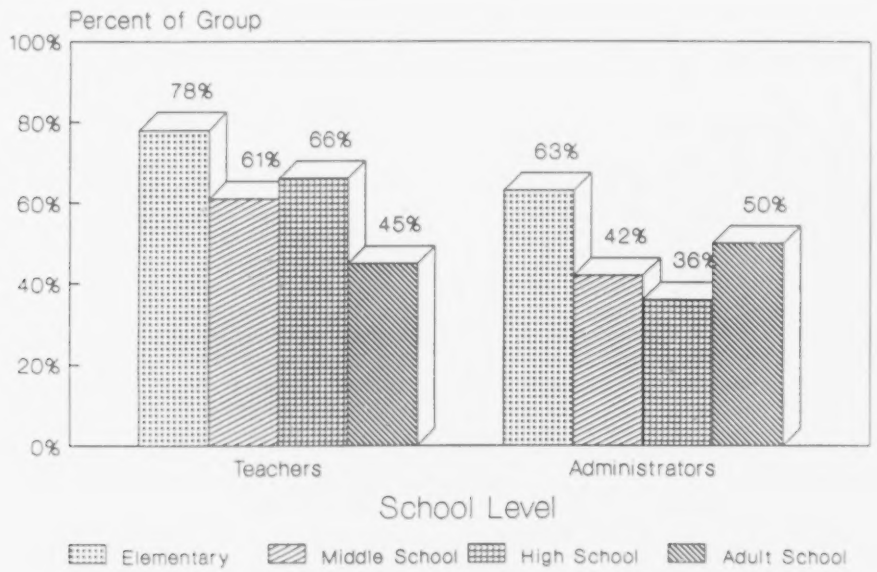

Figure 7. Perception of Sufficient Homework as Judged by Teachers and Administrators.

Parents

Parents reported on their awareness of homework assignments. Four out of five parents (80%) respond that their child has homework at least two to three times a week.

Students

Students in 12th grade report that they average 1.4 hours of homework each weekday, as compared with a state average of 1.3 hours. Homework reported by students in grades 6 and 8 is the same as that reported as the statewide averages, 1 hour and 1.3 hours, respectively.

WRITING ASSIGNMENTS

School Staff

When school staff were asked about the sufficiency of writing assignments, 58 percent of the total respondents and 43 percent of administrators indicate that enough writing assignments are given. Elementary (62%) and high school (52%) personnel answer more positively than do staff from adult and middle schools. Teachers and certificated staff members (58%) are more positive about writing assignments than are administrators (43%). Certificated personnel in elementary schools (64%) are more positive than staff from other school levels. High school administrators (25%) have the least positive responses.

Students

Students in 12th grade report that they have an average of 4.6 writing assignments each week, as compared with a state average of 4.3 assignments.

Students in grade 8 report that they have an average of 5.1 writing assignments in a six-week period, less than the state average of 5.8 assignments. In grade 6, students report 5.3 writing assignments in a six-week period, less than the state average of 5.6 assignments.

SCHOOL EXPECTATIONS

School Staff

School staff have high perceptions about the communication of school/district expectations, as 80 percent of district certificated personnel and 77 percent of school administrators feel that sufficient information is provided to parents about expectations. Elementary school personnel (85%) are more positive about this than are middle school (76%) and high school (72%) personnel. Teachers and certificated staff members are more positive (80%) than administrators (77%). Overall, certificated personnel (85%) and administrators (82%) in elementary schools are more positive than other school level staff. Middle school administrators (58%) are the least positive.

STUDENT PROGRESS REPORTS

School Staff and Parents

School staff and parents are similar in their positive reactions to the amount and type of progress information given and received. The staff survey shows that 86 percent of certificated school personnel and 73 percent of school administrators feel that sufficient information is given to parents about student progress. Elementary school personnel (91%) are more positive than middle (84%) and high school (75%) staff members. Teachers and certificated staff members (87%) are more positive than are administrators (73%). Elementary certificated personnel (92%) are more positive than staff from other grade levels while middle school administrators (50%) are the least positive. Parents report that 82 percent understand the grading policy. These comparisons are shown in Figure 8.

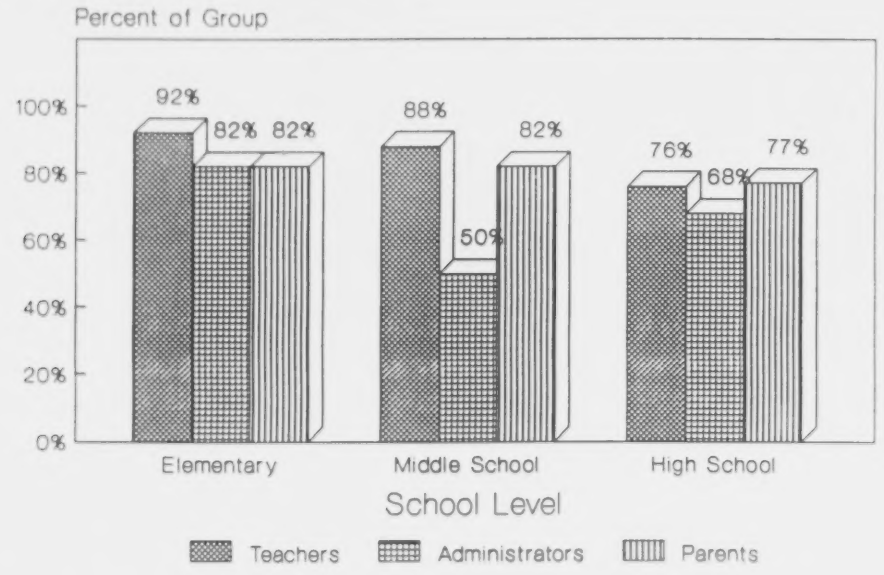

Figure 8. Student Progress Reports: Information Given by School and Understood by Parents.

STUDENT PREPARATION FOR JOBS

Local business representatives were asked about how well schools are preparing students for jobs. No business respondents feel that students are prepared for entry into the job market and fewer than half (47%) respond "Yes" to a question regarding whether the schools adequately prepare students for further training.

SUMMARY

While student achievement at the elementary level is in the range attained by similar districts, middle and high school student achievement is falling. Achievement at all grades is lower than state averages. Despite these declines in achievement levels, students and parents generally endorse the instructional program. Community and business representatives, however, do not believe that the instructional program is effective. Various district respondents question the sufficiency of homework and writing assignments. Although school expectations are communicated by schools and understood by parents, there is no judgment as to whether they are set high enough.

SECTION 4

LEARNING ENVIRONMENT

Teachers are viewed by students as helping them to learn, and parents feel that teachers respond to their child's needs. Students were not as aware of the help from support staff. Staff view students as usually following school rules.

Throughout the district, most classrooms and other instructional spaces are rated adequate or better. Sacramento teachers have larger classes when compared with other districts both state and nationwide. Class size variations need further study to determine their relationship to positive learning environment and student achievement.

Information pertaining to learning environment was collected from a number of sources. Some of this information came from student, parent, and staff surveys. Other information came from the facilities study and from available state resources.

Topics which were considered part of the learning environment included the helpfulness of school staff, the ability of staff and students to work together, and attention to school rules. Also considered of importance were the quality of classrooms, class size, and textbook/equipment availability.

HELPFULNESS OF TEACHERS AND SUPPORT STAFF

Students, staff, and parents were asked to give their impressions about the helpfulness and cooperation they experienced at school.

Students

Students were asked if their teachers helped them learn and if the school's support staff assisted them. Overall, 83 percent of the grade 3 to 12 respondents believe their teachers help them learn and 58 percent indicate that assistance from support staff is helpful. Most (89%) elementary students in grades 3 to 6 indicate their teachers help them learn. Three out of four of both middle school and high school students positively respond to teacher assistance. The highest percentage of positive response comes from grades 3 and 4, while the lowest percentage positive response comes from grades 8 and 11.

While teachers are noted as very helpful, students do not report that other support staff are as helpful. Only 68 percent of elementary, 52 percent of middle, and 49 percent of high school students respond positively to the helpfulness of support staff. Students in grades 3 and 4 report the highest positive response, while those in grade 9 are the least positive.

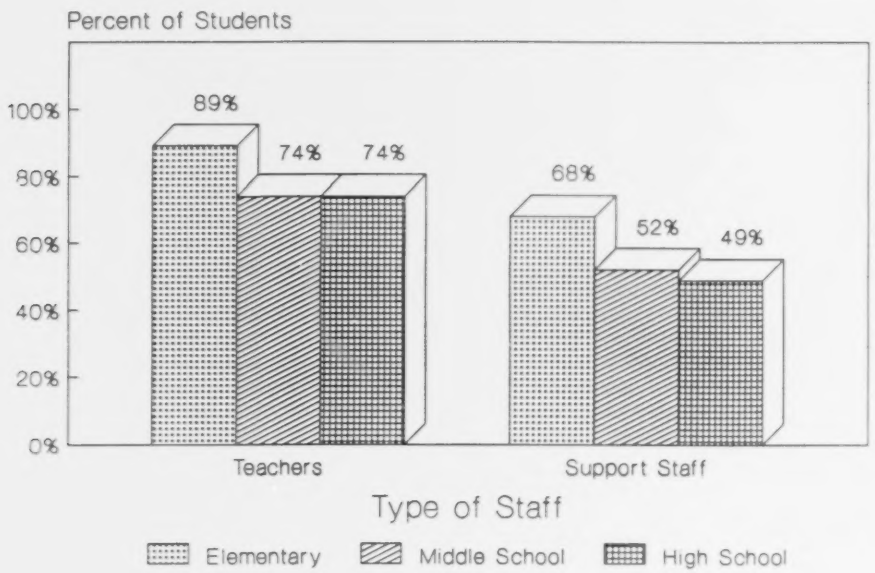

Figure 9. Helpfulness of Teachers and Support Staff According to Student Responses.

Staff

The majority of staff (85%) feel that most staff members at their site work together to make an effective school. Elementary school personnel (91%) are the most positive with adult school (83%), middle school (80%), and high school (74%) personnel responses being less positive.

Parents

Two out of three parents (68%) feel teachers respond to their child's needs.

ATTENTION TO SCHOOL RULES

When district staff were asked about school rules, 77 percent feel that students usually follow school rules. Adult (89%) and elementary school (77%) respondents are more positive than are middle (67%) and high school (59%) respondents.

QUALITY OF CLASSROOMS

The quality of instructional space has an impact upon the instructional program. Reported in this section are the facilities study results related to instructional space at all levels.

Elementary Classrooms

Elementary classrooms for large group instruction (regular classrooms) are rated adequate or more than adequate in all elementary schools. Portable classrooms are rated as slightly less than adequate, as are 36% of small group instruction areas. Ninety-three percent (93%) of elementary libraries are considered adequate or more than adequate; 82 percent of music facilities are adequate; and 64 percent of multipurpose rooms (when used for instructional purposes) are rated as adequate or better.

Middle School Classrooms

Ninety percent (90%) of middle school classrooms were rated adequate for large group instruction. Ninety percent (90%) of small group instruction rooms are rated more than adequate as are 90% of library/media service facilities.

With the expection of one middle school, all science laboratory facilities are rated as more than adequate. All middle school art facilities are adequate or better, as are most of the home economics facilities. Most middle school business education facilities are rated adequate or better and 90% of middle schools have better than adequate music facilities.

High School Classrooms

Seventy-five percent (75%) of high school large group facility ratings are adequate, with 45 percent of them rated as more than adequate and 25 percent, less than adequate. Slightly over half (55%) of small group facilities are rated more than adequate, with an additional 22 percent rated as adequate and 23 percent are less than adequate. Sixty-three percent (63%) of high school library/media centers are rated more than adequate while two schools are rated less than adequate. With the exception of Hiram Johnson West Campus, all high school science facilities are rated as more than adequate. This is also true for industrial arts facilities (Hiram Johnson West Campus does not have a facility). All high schools have adequate or better art facilities and all music classrooms are rated above average. All high schools teaching home economics have adequate or better facilities. Business education ratings are also adequate or more than adequate for all high schools.

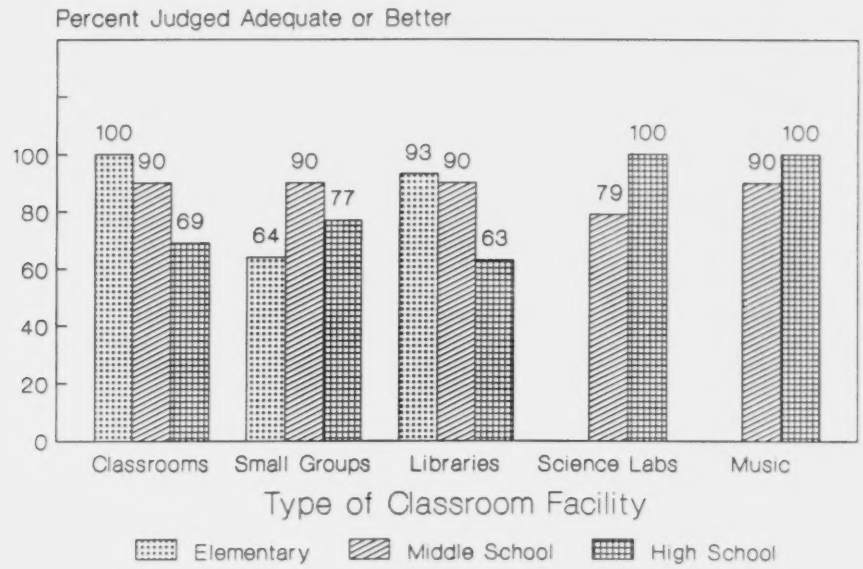

Figure 10. Adequacy of Facilities Used for Different Class Purposes.

FINANCIAL CONSIDERATIONS

General Expenditures

Total expenditures in 1984-85 for each unit of ADA in Sacramento schools were $3,004.28. This total was four cents lower than the average of the large California districts with which we were compared.

Books and Supplies

In 1984-85, Sacramento spent less ($91.01) on books and supplies per ADA than the average ($126.89) of the 21 large districts being compared in the state. This expenditure was 21 percent less than the average, and the district was 17th of the twenty-one school districts in the comparison group.

Parents

Fifty-seven percent (57%) of parents report that their child has a textbook in each subject.

Desegregation Costs

Sacramento reported approximately $450,000 in mandated costs each year, for the the years 1983-85, for improving equal educational opportunity through its desegregation efforts. This averaged between $10.90 and $12.20 per unit of ADA.

Class Size

There has been a marked increase in the average class size at the kindergarten and primary (grades 1-3) levels over the past 10 years (see Table 2). In contrast, classes at the middle school and high school levels have declined. The increases at the elementary level can be attributed to the cluster process. The recent decline at the middle school level is due to the implementation of the middle school plan. The recent decline at the high school level may be due to the establishment of tutorial/proficiency classes.

Staffing Ratios

Another way of making comparisons between districts is to examine the ratio of students to teachers. In this case, teachers include certificated staff with specialized teaching assignments (resource teachers, resource specialists, vocational education teachers, music specialists, etc.). The ratio of students to teachers in Sacramento during 1984-85 was 23.73. This is one-half of a student higher than the median for large California districts, which was 23.21. The national pupil-teacher ratio for 1984-85 was 18.3, almost five students less than the California state median. On the average, there are more students per teacher in California schools (23.46) than nationwide (18.51). Similarly, there are more students per teacher in Sacramento (23.73) than in other comparable California districts (23.21).

TABLE 2

The Average Class Size at Specified Levels
for the Ten-Year Period 1976-1985

Year	K	1-3	4-6	1-6	7-8	9-12
Fall 1976	23.6	27.3	31.1	29.0	29.7	29.7
Fall 1977	22.2	27.0	28.6	27.7	29.3	29.9
Fall 1978	24.1	27.4	29.1	28.1	28.5	23.4
Fall 1979	25.2	28.7	29.1	29.0	28.1	27.3
Fall 1980	25.4	28.2	29.6	28.9	27.7	29.2
Fall 1981	27.7	28.3	30.7	29.6	29.0	29.2
Fall 1982	28.9	28.4	30.9	29.7	28.5	28.7
Fall 1983	29.5	28.6	30.5	29.6	28.6	28.7
Fall 1984	29.3	29.4	30.5	29.9	27.6	28.8
Fall 1985	29.6	29.4	31.0	30.1	25.0	27.9

SUMMARY

Teachers are viewed by students as helping them to learn, and parents feel that teachers respond to their child's needs. Students were not as aware of the help from support staff. Staff view students as usually following school rules.

Throughout the district, most classrooms and other instructional spaces are rated adequate or better. Sacramento teachers have larger classes when compared with other districts both state and nationwide. Class size variations need further study to determine their relationship to positive learning environment and student achievement.

SECTION 5

STAFF AND STUDENT MORALE

Generally, students like their schools. Their parents report an even more positive attitude for their children than do the children. District staff members generally like where they work; high school respondents are less satisfied than others with their work place. Three-quarters of students feel what they learn is useful. At the same time, however, one-half of the students do not feel safe or secure at school. Parents rate school safety and security higher than do students. Only slightly more than 50 percent of district personnel feel safe and secure, with high school personnel expressing high concern for safety and security. Salaries and benefits for district employees in 1984-85 were above the averages for comparable districts.

Staff, students, and parents were questioned about how they felt about their school. Specific areas thought to affect morale were liking/enjoying school, feeling safe at school, the usefulness of the school program and, for staff, salaries and benefits.

ATTITUDE TOWARD SCHOOL

Students

Fifty-eight percent (58%) of students district-wide respond that they like school. Elementary students report the highest positive rating (65%) while 49 percent of middle school students respond in a positive manner and 55 percent of high school students feel positive about school. The highest positive response is expressed by the 3rd and 4th grade students (68%) and the lowest positive response is recorded for 8th grade students (48%).

Parents

Eighty-four percent (84%) of parents feel that their children like school. This is somewhat higher than the student response. Most parents feel good about visiting the schools, as 88 percent say they feel welcome when at school.

Staff

District-wide, 91 percent of the staff report that they enjoy working at their site. Elementary (93%) and adult (92%) school respondents have the highest percent positive response with 91 percent of middle school and 82 percent of high school personnel responding postively. Ninety-five percent (95%) of district office personnel indicate that they enjoy their work site.

FEELINGS OF SECURITY AND SAFETY

Students

When asked about feeling safe at school, about half of the students report that they feel safe. Fifty eight percent (58%) of students in grades 3-6 indicate that they feel safe at school while 49 percent of middle school respondents and 50 percent of high school respondents indicate a positive response (see Figure 11). The highest percentage of positive response is from grades 3 and 4 (62%) and the lowest response is from both 7th and 9th grade respondents (46%).

Staff

In terms of assessing campus security, 55 percent of district staff feel that there is adequate security at the schools. Middle (62%) and elementary (60%) school personnel are more positive about security than are the adult school (52%) and high school (38%) personnel (see Figure 11).

Parents

Seventy-two percent (72%) of parents feel their child's school has a good learning environment. Many parents (73%) feel that their child is physically safe and 73 percent are satisfied with their child's social development.

SCHOOL LEARNING

Districtwide, 77 percent of the students feel that what they learn at school is useful. Elementary grades 3-6 have the highest positive response (81%) with 75 percent of middle school and 72 percent of high school students in agreement. The highest percentage of agreement is at grades 5 and 6 (82%) and the lowest is at grade 11 (70%).

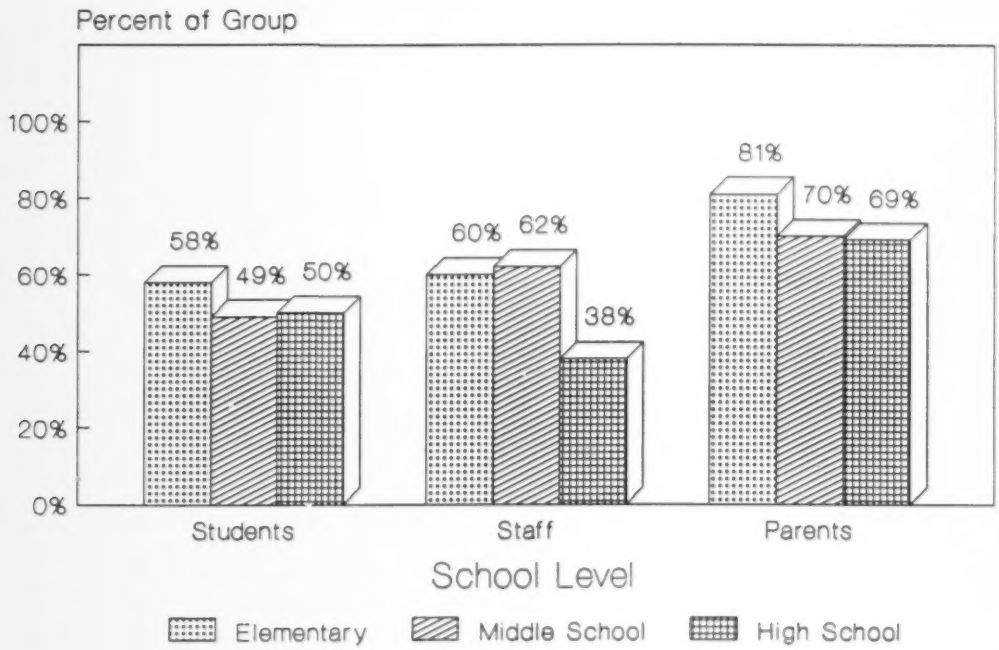

Figure 11. Safety at School From Responses of Students, Staff, and Parents.

SALARIES AND BENEFITS

In 1984-85, employee salaries per unit of ADA were higher than the average of the twenty-one largest California districts. The differences for individual employee groups were: administrators, 9% higher; teachers, 2% higher; and classified, 13% higher.

Employees have high health and welfare and employee benefits. In 1984-85, the district spent 10 percent more than the average for comparable districts on employees' benefits.

SUMMARY

Generally, students like their schools. Their parents report an even more positive attitude for their children than do the children. District staff members generally like where they work; high school respondents are less satisfied than others with their work place. Three-quarters of students feel what they learn is useful. At the same time, however, one-half of the students do not feel safe or secure at school. Parents rate school safety and security higher than do students. Only slightly more than 50 percent of district personnel feel safe and secure, with high school personnel expressing high concern for safety and security. Salaries and benefits for district employees in 1984-85 were above the averages for comparable districts.

SECTION 6

COMMUNITY PARTNERSHIP

There is considerable evidence of positive relationships between the schools and the community, as well as within the schools. However, the number of students reporting conflict is of concern. Further, those outside the schools lack sufficient knowledge about school programs but do seem to utilize school facilities at a reasonably high rate. It is also noted that businesses do not rate students very high in citizenship, training, responsibility, and enthusiasm.

Students, staff, parents, business, and community groups were asked questions about their relationships with each other. As much of the success of school-community partnerships depends upon good communication, specific questions addressed this need. Other questions dealt with the kinds of cooperative efforts needed to create partnerships between the schools and the community.

RELATIONSHIPS WITH OTHERS

Students

Students were asked about their relationships with others at school. It is felt that good relations between students in school will lead to better community relationships as the students become adults. Middle and high school students were asked if they had experienced any racial/ethnic conflict at school. (This question was not asked of younger elementary students.) Nearly one in five students report that they have had some experience with conflict. The highest conflict response comes from 12th grade students with the 9th grade students reporting the least conflict.

Businesses and Community Organizations

Related to relationships with others are student citizenship skills. Of the community organizations surveyed, 39 percent of respondents believe that the district is doing a satisfactory job of teaching citizenship.

Businesses were asked if they feel today's youth are cooperative, responsible, and enthusiastic. Eighty-seven percent (87%) rate youth as cooperative, 49 percent as responsible, and 50 percent as enthusiastic.

COMMUNICATION BETWEEN THE SCHOOLS AND THE COMMUNITY

District Staff

Most district staff (87%) indicate that sufficient information is provided to the community/parents about school programs (see Figure 12). Elementary (93%) and middle school (83%) staffs are more positive than are high school staffs (74%). Overall, more certificated personnel from elementary schools (93%) are positive about school/parent communication than other school staffs. Only 58 percent of middle school administrators responded positively to this item.

Parents and Business

Eighty-six percent (86%) of parents indicated that they were aware of various school programs (see Figure 12). Knowledge of school programs is not as widespread among businesses. Only 38 percent of business respondents indicate that they are informed about school district programs and activities, while 51 percent indicate that they are not informed. (The others did not respond to the question.)

Community Groups

Knowledge of school programs by community groups is poor. Only 37 percent indicate that district communication with the community is satisfactory (see Figure 12). Community survey respondents indicate that when communication is initiated with the district, the two groups they are most likely to contact are the school administrators (57%) and other district staff including board members (41%).

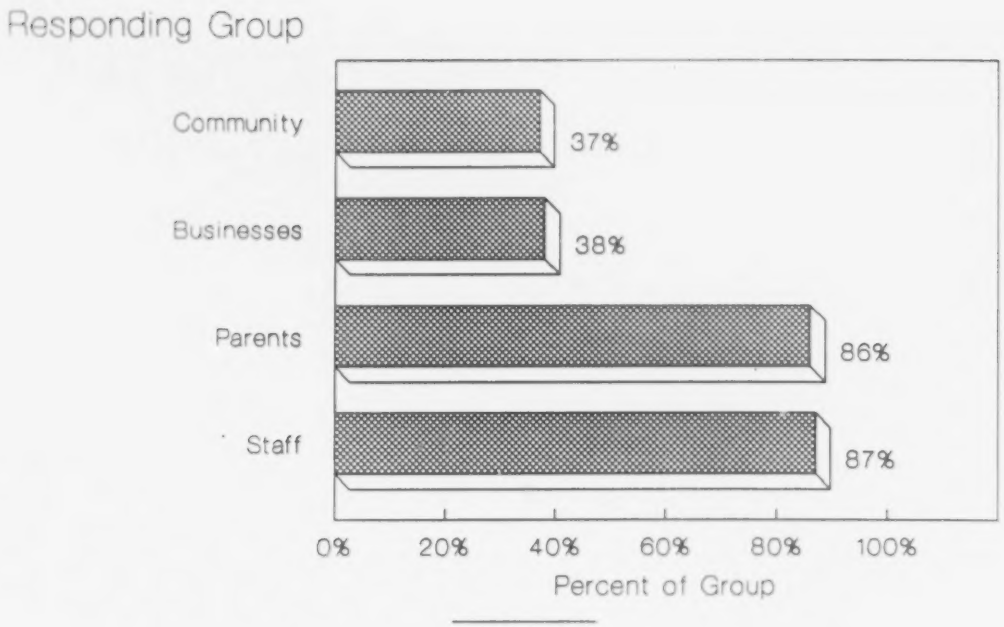

Figure 12. Sufficient Information About Programs, Judged by Staff, Parents, Business, and Community.

PARTNERSHIPS BETWEEN THE SCHOOLS AND THE COMMUNITY

Parents

While not all parents are free to assist during the school day, 49 percent indicate that they have volunteered to help out in the schools and 56 percent indicate that they have been asked to assist in schools.

Community

Nearly two-thirds (63%) of community respondents indicate that local school or district personnel participate in their organizations. Half (50%) of community respondents indicate that they participate in district-related activities and 28 percent indicate that they have made donations either to schools, the district, or education in general.

Business

Two-thirds (67%) of business respondents take part in school activities. During the past three years, the district has promoted business and school partnerships. Of the 46 businesses surveyed, 71 percent indicate that they support a business/school partnership.

School Facilities

Another way in which the schools promote cooperation and partnerships with the community is by having groups use certain school facilities. During the past year, 17,162 civic center use permits were issued to community groups. The number of uses varies from 15 to 473 at the elementary level, from 193 to 480 at the middle school level, and from 77 to 654 at the high school level.

Only 27 percent of businesses indicate that they have ever used school facilities. Community groups are more likely to use school facilities, with 70 percent of respondents indicating that they have done so.

SUMMARY

There is considerable evidence of positive relationships between the schools and the community, as well as within the schools. However, the number of students reporting conflict is of concern. Further, those outside the schools lack sufficient knowledge about school programs but do seem to utilize school facilities at a reasonably high rate. It is also noted that businesses do not rate students very high in citizenship, training, responsibility, and enthusiasm.

SECTION 7

FACILITIES

In general, the school buildings and classrooms are well-maintained. In some locations, however, lighting, ventilation/air conditioning and security devices are less than adequate. Equipment and supplies are reported as better by those at district offices than at school sites, although no location rates equipment and supplies very highly. Businesses do not appear to have enough information about either school facilities or equipment to properly respond. The district spends less per ADA for service and operations (including utilities) than do comparison districts. It also spends less on capital outlay expenses.

All groups surveyed were asked about school facilities. The students, staff, parents, business, and community groups responded to questions about campus appearance, school attractiveness, and cleanliness. In addition, the special facilities study rated each school on a variety of factors. Items specifically considered are cleanliness, attractiveness, maintenance, adequate space, environmental considerations, and equipment. (For additional information related specifically to facilities, see Section 4 on Learning Environment.)

SCHOOL CLEANLINESS/ATTRACTIVENESS

A question was asked of all students pertaining to the condition of the school grounds and buildings. More than one-third (38%) of students grades 3-12 indicate that their school grounds and buildings are clean and attractive (see Figure 11). Of this group, elementary and middle school students give lower ratings than high school students. Overall, students in grades 11 and 12 are more positive about their school's appearance than are students from all other grades.

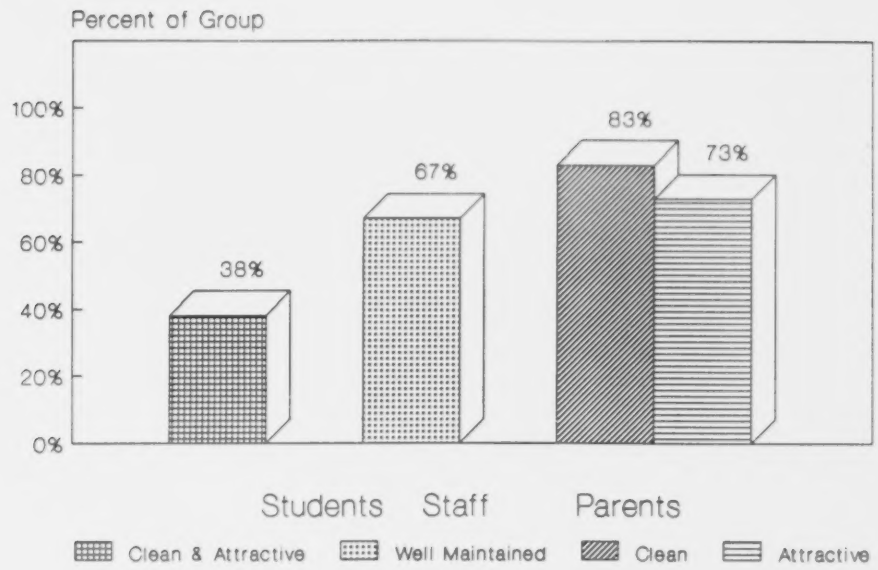

Figure 13. School Cleanliness, Attractiveness, and Maintenance According to Students, Staff, and Parents.

Parents responded to two questions pertaining to school facilities. Eighty-three percent (83%) said they feel the buildings and grounds are clean and 73 percent feel the facilities are attractive.

Businesses were asked if they thought the school district has adequate facilities. Thirty-six percent (36%) indicate that the facilities are adequate, while 31 percent respond in the negative and 33 percent are not sure or do not know.

MAINTENANCE

Sixty-seven percent (67%) of total staff respondents feel that the school buildings and grounds are well maintained (see Figure 13). Middle and elementary school personnel have a more positive feeling than do high school or adult school personnel. A majority of adult school staff members do not think that their campuses are well maintained. School staff members report a more positive response to work place maintenance and conditions than do district level staff.

The facilities study used a five-point rating scale from 1 (inadequate) to 5 (excellent), with 3 being adequate. Items used to determine the ratings for maintenance and appearance include appearance of building exteriors, interiors, roofing, landscaping, sports facilities, and covered walkways. The mean rating for all elementary schools is 3.4 with 15 percent of schools rating less than adequate. The mean for all middle schools is 3.3. Three middle schools are rated as less than adequate and one middle school is rated more than adequate. All other middle schools rate as adequate. The mean rating for high schools is 3.2 with one school rating less than adequate.

SUPPORT SPACE

In rating administrative space, 93 percent of elementary schools have adequate office space and 93 percent of schools have custodial space ratings of average or better. Although all schools have support staff space, this space is rated less than adequate in 11 percent of elementary schools.

Forty-seven percent (47%) of schools have less than adequate parking space. In addition, 35 percent of these same schools have less than adequate teacher workroom space and 20 percent have less than adequate separate staff lounges.

While most schools have adequate multipurpose/cafeteria facilities, 7 percent do not.

Play areas and equipment vary from school to school. However, 95 percent of regular elementary playgrounds are rated adequate or better and 91 percent have an adequate rating for play areas/equipment.

ENVIRONMENTAL CONSIDERATIONS

Environmental considerations (sound, lighting, heat, ventilation, and weather protection) ratings for elementary schools indicate that 26 percent of classrooms are less than adequate in lighting and 76 percent of the classroms either have no air conditioning or are less than adequate in air conditioning.

Middle school environmental ratings include sound, light, weather protection, and ventilation. Air conditioning in all schools is judged as less than adequate. Light brightness in classrooms is judged as barely adequate. The mean rating for middle schools is 3.34.

The environmental ratings at the high school level had a mean of 3.41. Less than adequate ratings were given to classroom light brightness (2.79). Barely adequate ratings were given to air conditioning (3.08) and classroom light (3.13). Means ranged from 3.0 to 3.92.

SAFETY

Major safety considerations include the presence of intrusion alarms and classroom intercoms. Elementary school intrusion alarms are often rated as less than adequate. Middle schools are generally adequate. High school intrusion alarms are judged as less than adequate at four of the five schools.

When district staff are questioned about safety and security, 57 percent of the total district respondents indicate that there is adequate security at their work place with central office staff being more positive about their security than others. (See Section 5 for more data.)

EQUIPMENT

Forty-five percent (45%) of all district staff indicate that they have enough equipment and supplies (such as textbooks and workbooks at schools). More district office staff members positively respond than do school staffs when asked about equipment and supplies. Adult, elementary, and middle schools are more positive than high schools about the adequacy of equipment and supplies.

Businesses were asked to evaluate the adequacy of equipment currently in use in the schools. Twenty percent (20%) feel equipment is adequate, 27 percent do not feel equipment is adequate, and 56 percent are not sure or do not know about the adequacy of equipment.

Utility and Housekeeping Expenses

Service and operations costs (including insurance) per unit of ADA indicate that Sacramento is below average, spending $163.10 while the comparison district average is $202.71. Total utility and housekeeping expenses in Sacramento were $77.66 per unit of ADA; the average for comparable districts was $89.12.

Capital Outlay Expenses

The actual expenditures for capital outlay during 1984-85 in Sacramento were less than 2 percent of total expenditures. They were $49.22 per unit of ADA. The average of the 21 comparable California districts was $63.55.

SUMMARY

In general, the school buildings and classrooms are well-maintained. In some locations, however, lighting, ventilation/air conditioning and security devices are less than adequate. Equipment and supplies are reported as better by those at district offices than at school sites, although no location rates equipment and supplies very highly. Businesses do not appear to have enough information about either school facilities or equipment to properly respond. The district spends less per ADA for service and operations (including utilities) than do comparison districts. It also spends less on capital outlay expenses.

SECTION 8

MANAGEMENT OF SCHOOLS/DISTRICT

Students express an awareness of poor treatment of school property by other students. Salary and benefits continue to be a critical issue as yearly contract negotiations testify. Two years ago, however, salaries for all staff rated slightly above the average for comparison districts. School administrative leadership is viewed as satisfactory by the majority of district staff. Support from district-level leadership, however, could be strengthened--as fewer than half of district staff judge it as adequate. Employee salaries and benefits are above state averages for large districts.

Different groups were asked questions which relate to the management of the district and its schools. In addition to survey information, available fiscal information was summarized to present a more complete management picture. The areas covered in the sections below include treatment of school property, district expenditures, support for the instructional program, administrative leadership at the school site, and district leadership.

SCHOOL PROPERTY

Students in grades 3-12 were asked about how they felt other students treated school property. One-fourth (26%) feel other students treat school property with respect while the remainder do not think so. Students at different levels responded differently to this question, however, with 35 percent of elementary, 14 percent of middle, and 21 percent of high school students agreeing that students treat property with respect. The highest positive response is from students in grade 3 (43%) and the lowest is from students in grade 8 (14%).

DISTRICT EXPENDITURES

A comparison of expenditures per unit of ADA between Sacramento and 20 other large California school districts is presented in Table 3.

TABLE 3

Comparative Financial Information for 21 Large California Districts
Expressed in Cost Per Unit of Average Daily Attendance
1984-85

Item	Large District Average	Sacramento City	Rank
Total Revenues (per ADA)	$3,021.12	$2,963.44	13
Certificated Salaries	1,600.90	1,645.59	7
Certificated Non-Administrator Salaries	1,452.46	1,482.07	8
Administrator Salaries	173.06	183.98	4
Classified Salaries	495.09	561.65	5
Classified Non-Administrator Salaries	455.31	541.17	4
Employee Benefits	459.48	477.95	7
Health and Welfare Benefits	209.17	234.41	6
Books and Supplies	115.26	91.01	17
Services and other operating Expense	197.66	163.10	14
Property/Liability Insurance	8.32	8.93	9
Utility and Housekeeping	89.13	77.66	15
Capital Outlay	52.09	49.22	11
Total Expenditure	2,962.61	3,004.24	10
Classroom Salary and Benefit Expense as Percent of Current Expense	61.47%	61.49%	12

*Median

ADMINISTRATIVE LEADERSHIP AT THE SCHOOL SITE

All district staff, certificated, classified, and management, were asked about leadership at their school or office level. District-wide, 72 percent of respondents feel that there is good administrative leadership at their school or office. Adult school and elementary school personnel are more positive than middle and high school staff (see Figure 14). District office and school personnel are about the same in their responses. Overall, certificated personnel from adult schools are more positive than staff from any other location while high school staff are the least positive.

SUPPORT FROM DISTRICT LEADERSHIP

When asked about support from district leadership, 44 percent of respondents feel that their schools or offices get adequate support. Elementary (46%) and middle (44%) school personnel are more positive than high school (33%) or adult school (24%) personnel in response to this question. Overall, district staff members are more positive (50%) than school personnel (43%) about the support from district level leadership.

When staff are asked about financial and other support for the instructional program, 56 percent of district respondents indicate that the district provides adequate support for the schools' instructional program. Elementary (60%) and middle (57%) school respondents are more positive than high school respondents (50%) or adult school respondents (34%).

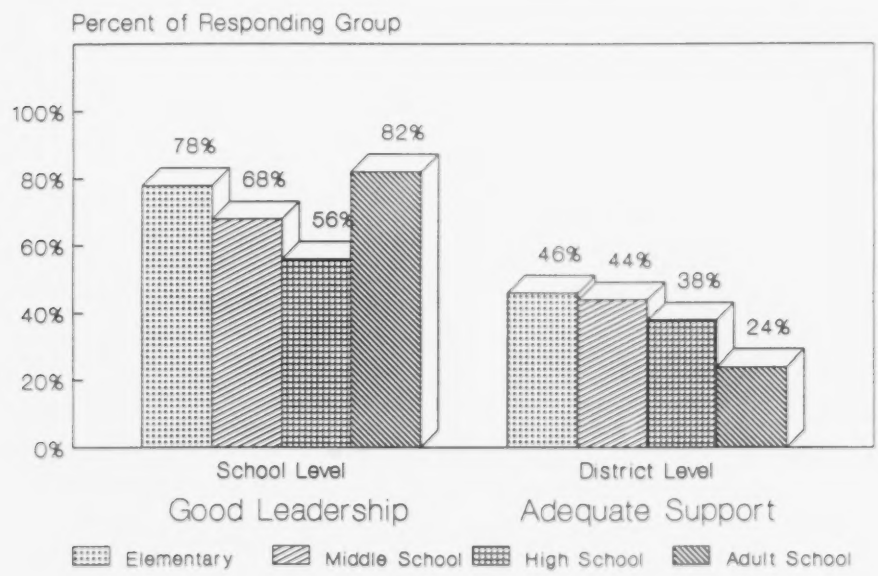

Figure 14. Staff Perceptions of School Leadership and District Support.

ADMINISTRATIVE STAFFING RATIOS

Comparisons made in 1984-85 on the number of teachers to the number of administrators show that Sacramento has fewer teachers per administrator than in most comparable California districts. California has fewer teachers per administrator than is typical in other states.

EMPLOYEE SALARIES AND BENEFITS

Employee salaries and benefits are related to overall morale on the job and to feelings of self-worth and value to the district's program and education goals. In 1984-85, employee salary and benefits expenses per unit of ADA were above the average of the comparison districts. More specifically, for 1984-85, 89.4% of district expenditures are for employee salaries and benefits (see Figure 15). A salary breakdown by position indicates that 6.1 percent is for administrators, 49.3 percent for certificated, 18.0 percent for classified, and the remaining 15.9 percent for employee benefits. Both administrative and certificated salary averages are slightly above the average of the comparison districts. The classified salary average is also above average as is the benefit package.

SUMMARY

Students express an awareness of poor treatment of school property by other students.

Salary and benefits continue to be a critical issue as yearly contract negotiations testify. Two years ago, however, salaries for all staff rated slightly above the average for comparison districts.

School administrative leadership is viewed as satisfactory by the majority of district staff. Support from district-level leadership, however, could be strengthened--as fewer than half of district staff judge it as adequate.

Employee salaries and benefits are above state averages for large districts.

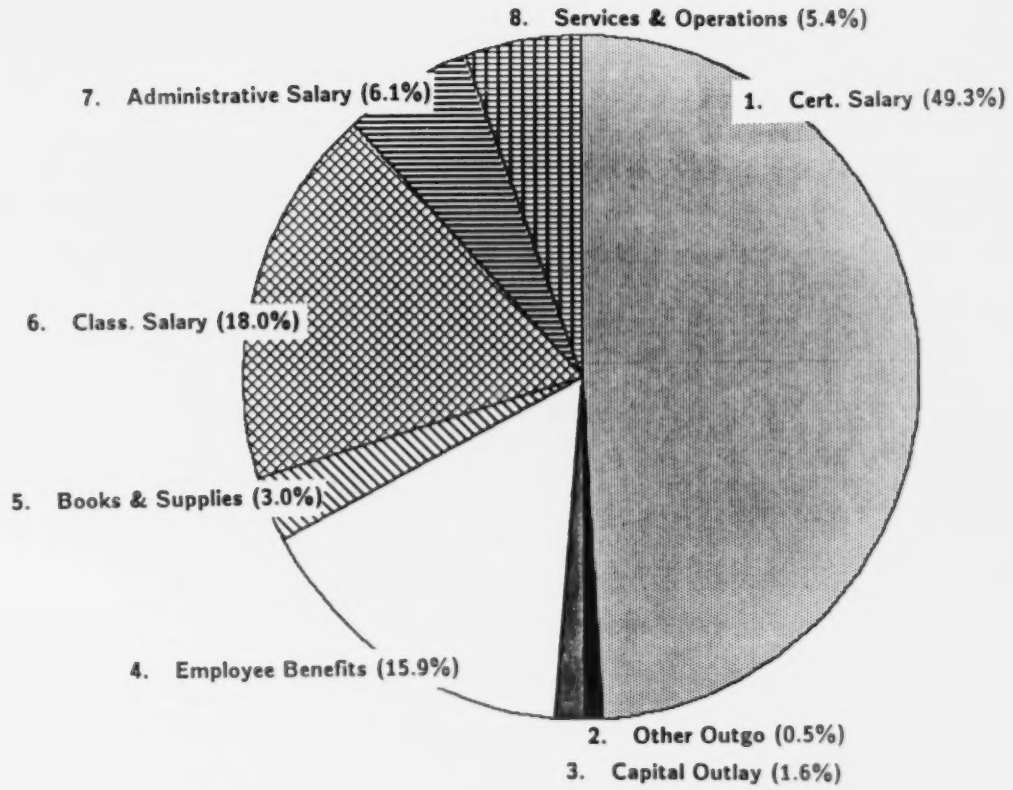
8. Services & Operations (5.4%)
7. Administrative Salary (6.1%)
1. Cert. Salary (49.3%)
6. Class. Salary (18.0%)
5. Books & Supplies (3.0%)
4. Employee Benefits (15.9%)
2. Other Outgo (0.5%)
3. Capital Outlay (1.6%)

Figure 15. Distribution of District Expenditures, 1984-85

SECTION 9

MANAGEMENT INFORMATION SYSTEM

FINDINGS -- 1985-86

This section summarizes some information relating to the development and use of the Management Information System, as well as major findings based on the information collected.

MANAGEMENT INFORMATION SYSTEM USES AND IMPROVEMENTS

A number of important uses for the Management Information System have emerged. These include:

- The collected data is being used for district planning. This is especially important as most programs need funding to be implemented. Thus, the data are valuable for both short- and long-range planning to accomplish identified district goals.
- The system helps each school develop local management plans as the information identifies problem areas and strengths.
- The data can be used to identify differences in perceptions by school teaching staffs, students, administrators, and others.
- A variety of reports can be generated for individual schools, district, community, state, and national needs in a comprehensive and efficient manner.
- The system has proven that it can collect and store information.
- Future data can be added to project a profile over time.

Improvements to the Management Information System have also been recommended. These include:

- Some of the surveys should include more specific questions about district goals to better identify strengths and weaknesses.

- Not all people in each group need to be surveyed each year. For example, a sample of students may yield reliable information so that all 30,000 students need not be used. Further, parents may be sampled in smaller numbers and still maintain grade, school, and ethnic representation.

- The present system has demonstrated that it can organize collected data. Future collection of data can be used to refine the process.

- The district should add ad hoc studies each year, as specified in the orginal MIS proposal. These studies should address one or two areas of critical importance each year. The Board of Education and the district administration should determine the priority for ad hoc studies.

SUMMARY OF MAJOR FINDINGS

Many strong points have been identified from this study and, as might be expected, some areas emerged which need to be examined for improvement. The following are some of the important findings from the first year of this project. These might be considered in future planning by district staff, the Board of Education, and other significant groups.

1. Academic achievement, while like that of similar schools, is below state averages.

   Although the CAP scores at many schools are within or above their comparison bands, it might be well to urge that CAP scores and other measures of academic success be raised toward the state averages.

2. Most students like school and give high marks to the instructional program.

   Although many students like the instructional program and school, at least 25 percent of the students are not supportive about one or more areas in their school experience. A similar sized group does not feel safe at school and some students identify possible school interpersonal problems. Where these characteristics coincide, we may find students who are possible "high risk" students. The concerns of such students need to be explored in more detail.

3. Parents rate schools highly and believe that the academic program is effective.

   It is noted that parents generally rate school success and their confidence in schools higher than do students. It may be of value to explore this apparent discrepancy.

4. The quantity of homework and writing assignments needs further study.

   There is a major discrepancy between views of administrators and teachers about the quantity and quality of assigned homework. It may be valuable to find out more about this issue. This same concern is noted in respondent answers to the kind and quality of writing assignments.

5. Most staff provide information about school expectations and student progress.

   The majority of school staff report that they provide parents with sufficient information about school expectations. Further study would be valuable at sites with staffs whose responses are not as positive.

6. Students report teachers are helpful.

   Student-teacher relations appear to be quite strong. It may, however, be valuable to further explore those grades or levels where the responses are less favorable (i.e., 9th grade students) to find out more about what these students feel they need.

7. Most classrooms are rated as adequate for instructional purposes.

   Most schools appear to have satisfactory classrooms and related instructional spaces. Those schools with less favorable classroom facility ratings may need special attention.

8. Class size averages in Sacramento are slightly higher than the state averages.

   It has been noted that class sizes in Sacramento City schools are slightly higher than the state averages and higher yet than national averages. It may be useful to explore the relationship between class size and staff and student morale, especially in schools which are experiencing some major overcrowding.

   Along the same vein, comparison of school responses by staff, students, and parents in relationship to school size and overcrowding may give the district some important information. For example, further study may yield clues to student dropout rates, lack of academic progress, and low student/staff morale.

9. Some students and staff members do not feel safe at school.

   In general, adequate security is not an issue. At the high school level, however, it rates relatively low, and may be related to other identified issues, such as morale and feeling good about working at a site.

10. Business and community groups are interested in schools, but they lack information about school programs.

    Business and community groups indicate sincere interest in schools. These groups, however, suggest that the district as a whole does not appear to be meeting perceived future needs of students. Specifically, the district may find it valuable to explore what these respondents have in mind in the areas of job readiness, strengths of basic skills, and student attitudes toward work. Further, communication between the district and businesses and community groups appears to need some serious improvement as many respondents did not know enough about the district to answer the questions posed in the survey.

11. Parents and staff find schools clean, attractive, and well-maintained.

    While parents and staff report that schools are clean, attractive, and well-maintained, student views were less positive and should be studied further.

12. School leadership is rated much higher than district leadership by employees.

    School leadership is rated as good by the majority of staff. Support from district level leadership, however, could be strengthened as fewer than half of staff believe it provides adequate support.

In considering the foregoing general findings, it is important to indicate that the district Board of Education and total district staff are making a sincere attempt to make the Sacramento City Unified School District a better place for all. The district is perceived as doing a good job in many areas. Further assessment following the model established this year will assist district planning in the future.

249G

APPENDIX LISTING

The Appendix is a companion document to the Management Information System 1986 report. It contains documentation for each of the studies undertaken during 1985-86 as part of the Management Information System. A list of the appendix sections is presented below.

Section	Contents	Prepared by
1	MIS Plan, Overview, and Committee Members	Nancy Enell
2	Staff Survey, Sacramento City Unified School District, Spring 1986	Eleanor Chiang
3	Facility Survey Report	John Schneider
4	Report on the Management Information System Student Survey	Morris Mueller
5	Management Information System Parent Survey Report	Patricia Adelekan
6	Management Information System Business Survey Report	Patricia Adelekan
7	Management Information System Community Survey Report	Patricia Adelekan
8	Financial Operations Component of the Management Information System	Don Snider

The Appendix is available from Executive Staff members or from the Administrative and Evaluation Services Office.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Board of Education

D. Jackson Faustman, President
Grant Bennett, Vice President
Ida A. Russell, Second Vice President
Nancy Findeisen
Melody E. Harding
Elinor L. Hickey
Louise A. Perez
Edward Maria (Student Member)

Administration

Keith T. Larick, Superintendent
Frank E. Delavan, Associate Superintendent
Lyle E. Eickert, Associate Superintendent
Walter A. Parsons, Administrator, Administrative and Evaluation Services
Nancy C. Enell, Director, Educational Evaluation Services

TITLE IX

"The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of race, sex, religion, color, national origin, disability, marital status, or age."